DOCUMENT RESUME

ED 273 409 RC 015 886

AUTHOR Matthes, William A.; Carlson, Robert V.
TITLE Conditions for Practice: The Reasons Teachers Selected Rural Schools.
PUB DATE Apr 86
NOTE 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Beginning Teachers; Elementary Secondary Education; Employee Attitudes; *Faculty Mobility; Job Satisfaction; *Rural Schools; School Community Relationship; Suburban Schools; *Teacher Attitudes; Teacher Employment Benefits; *Teacher Placement; Teacher Salaries; Urban Schools
IDENTIFIERS Teacher Surveys

ABSTRACT

The study examined whether there were differences in the reasons first-year teachers in rural, urban, or suburban schools (1) accepted their present teaching positions and (2) might consider a teaching position in another school district. Subjects were 99 teacher graduates of the Universities of Iowa and Vermont who were teaching in suburban (26%), urban (43%), and rural (30%) school districts. Respondents rated the importance of 45 reasons for accepting their present (1985) teaching position. Individuals in rural school districts rated pace of living, cost of living, and size of school as more important than did those in suburban and urban schools. Those in suburban schools rated social/cultural opportunities, community involvement opportunities, continuing education opportunities, professional autonomy, reputation of school districts, starting salary, and access to tenure higher than those in rural schools. Those teaching in urban settings rated social/cultural opportunities, professional autonomy, starting salary, and rewards higher than those in rural schools. These differences suggested that those accepting positions in rural schools were more concerned about settling into the community, while suburban/urban counterparts seemed more concerned about "professional" futures. For all settings, financial rewards and degree of support were two reasons for considering teaching positions in other school districts. Rural teachers viewed parent/community supports as important, while urban/suburban teachers considered administrative support important. (NEC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Rec'd 9-16-86

ED273409

CONDITIONS FOR PRACTICE:
THE REASONS TEACHERS SELECTED RURAL SCHOOLS

William A. Matthes
University of Iowa

Robert V. Carlson
University of Vermont

Paper presented American Educational Research Association,
San Francisco, California, April 16, 1986

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

William A. Matthes

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC015886

Rec'd 9-16-86

CONDITIONS FOR PRACTICE: THE REASONS TEACHERS SELECTED RURAL SCHOOLS

William A. Matthes
University of Iowa

Robert V. Carlson
University of Vermont

With all the rhetoric on education appearing in the form of reports, legislative proposals, opinion polls and statements from the profession the observation of Lortie (1975) that "teaching, from its inception in America has occupied a special but shadowed social standing ... Real regard shown for those who taught has never matched the professed regard." (p. 10) appears to be still valid. A decade later this same theme is evident in the following statement:

WANTED

> College graduate with academic major (master's degree preferred). Excellent communication and leadership skills required. Challenging opportunity to serve 150 clients daily, developing up to five different products each day to meet their needs. This diversified job also allows employees to exercise typing, clerical, law enforcement, and social work skills between assignments and after hours. Adaptability helpful, since suppliers cannot always deliver goods and support services on time. Typical work week 47 hours. Special nature of work precludes fringe benefits such as lunch and coffee breaks, but work has intrinsic rewards. Starting salary $12,769 with a guarantee of $24,000 after only 14 years. (Darling-Hammond, 1984, p. 1)

This fictitious "want ad" accurately reflects the conditions under which secondary school teachers function. The reality is that teachers recognize they no longer even occupy a position of "shadowed social standing." The professed regard is now more congruent with the real regard.

Paper presented American Educational Research Association, San Francisco, California, April 16, 1986

This realization has directly impacted the recruitment and retention of qualified teachers. The number of students electing education as a career has dropped dramatically (National Center for Educational Statistics, 1980). The attrition rate among academically talented teachers is disproportionate when compared with less academically talented teachers (Howey, Matthes, Zimpher, 1985). It is predicted that the recruitment and retention of teachers will become a major problem in the 1990's (Darling-Hammond, 1984; Imig, 1985).

What attracts individuals to teaching? Lortie (1975) identified the following five "attractors" to teaching:

a. the desire to work with people (interpersonal theme)

b. provide a service to the community (service theme)

c. continuation of the school experience (continuation theme)

d. job security and social mobility (material benefits)

e. flexible calendar (time compatability)

Whether these five "attractors" are still prevalent today is questionable. Society no longer values as much the contributions of teachers, the material rewards have decreased, the school as a work place is less attractive, mobility in the profession has decreased, and students are not as appreciative or motivated as they were a decade ago. Teachers, who in the past, stimulated students to pursue teaching as a career are today even less likely to encourage their own sons and daughters (Gallup, 1985). Boyer (1983) emphasized the hypocrisy of higher education in the recruitment and preparation of teachers. Higher education proclaims the importance of education but "Professors who work with schools are not

rewarded and students who want to teach are often told that this would be a big mistake." (p. 173) Boyer (1983) continued " ... colleges call for 'excellence in the schools' while spending several hundred million dollars every year recruiting athletes and spending virtually no time or money recruiting prospective teachers." (p. 173) Yet, given the condition of the schools and the social press existing on college campuses students are still electing teaching as a career. Yarger, Howey and Joyce (1977) summarized the "attractors" in the following:

> " ... The overwhelming reason why teaching was chosen as a career was a desire to work with children. Working hours and vacation periods were also influential, with security mentioned less often. Students see teaching as fulfilling, important and challenging. It is not a profession which offers high income or professional mobility. Students do not see teaching as a job with high levels of power or status, but they report that these characteristics are not particularly important to them." (p. 35)

A similar conclusion was reached in a more limited study by Wood (1978). In a more recent study (Book, Freeman, and Brousseau, 1984) when comparing education majors with non-education majors it was reported:

> " ... many students who might have considered a teaching career avoid the low salaries, real or imagined employment prospects, lack of career development, and routine which may characterize the teaching profession. Those students choosing a teaching career see beyond the deficits of teaching and are motivated to fulfill their needs to help and teach others." (p. 21)

These results are rather consistent with the nature of the population from which teachers are drawn. However, little is known about those factors which attract an individual to a particular school district. Furthermore, even less is known about the factors which might cause an individual to consider a position in another school district. It is implied that "the conditions for practice" (Sykes, 1983; Chapman and Hutcheson, 1982; McLaughlin, Pfeifer, Swansen-Owens, and Yee, 1986) are directly related to the recruitment and retention of qualified teachers.

The problem is magnified when our attention is shifted from schools in general to schools in rural settings. It is well documented that the most significant issue facing rural schools after "garnering sufficient financial resources" is the recruitment and retention of teachers (Bailey and Scott, 1981; Thomas, 1980; Swift, 1984). Thus, schools, which are located in sparse and isolated settings, long distances from metropolitan areas, have less than 2,500 inhabitants, limited school and community facilities, tend to be insulated from societal trends or changes, and exist in a fishbowl environment, experience great difficulty in securing and retaining qualified and well trained teachers. These conditions characterize 67% of all schools which serve 33% of all school children.

Numerous recommendations for the recruitment and retention of teachers appear in the literature (Miller, 1982; Seifert and Kurtz, 1983; Swift, 1984). Whether any of the proposed approaches are related to the actual acceptance of teaching positions is unclear. Are the reasons different for

those who accept teaching positions in rural schools as opposed to those who elect to teach in suburban or urban schools? In addition, the reasons individuals might accept teaching positions in other school districts are also unclear. The latter issue has implications for the retention of teachers. The research questions examined in this initial study were:

1. Were the reasons first-year teachers in rural, urban, or suburban schools accepted their present teaching positions different?

2. Were the reasons first-year teachers in rural, urban, or suburban schools might consider a teaching position in another school district different?

PROCEDURE

Respondents: The questionnaire, Teacher Recruitment and Preparation Questionnaire (TRPQ) was mailed during April, 1985, to individuals (N = 401) identified at the Universities of Iowa (N = 272) and Vermont (N = 127) as completing undergraduate programs in teacher education during the 1983-84 academic year. Of 401 questionnaires mailed, forty-seven percent (N = 188) were returned and forty-two percent (N = 170) were usable. This study focused upon the respondents (N = 99) who were teaching. The type of school was defined as:

Rural: less than 2,500 in population or less than 1,000 persons per square mile for extended city areas

Urban: greater than 2,500 population

Suburban: contiguous to urban area and greater than 2,500 population or 1,000 persons per square mile

The characteristics of the respondents are presented in Table I. Of the respondents teaching, fifty percent (N = 50) were teaching in the elementary schools, thirty-five (N = 35) were teaching in secondary schools, five percent (N = 5) were teaching in the pre-schools, four percent (N = 4) were teaching in K-12 settings, while the remaining four percent (N = 4) were in unclassified settings. Twenty-six percent of the respondents were teaching in suburban school districts, forty-three percent in urban school districts, and thirty percent were teaching in rural school districts. Of those teaching in rural school districts, thirty-three percent were males, while fifteen percent of those accepting teaching positions in suburban school districts and eleven percent of those teaching in urban schools districts were males. The differences in salaries among suburban, urban, and rural school districts are already well documented in other studies as well. It should also be noted that there were differences among those completing undergraduate teacher education programs at The University of Iowa on the ACT tests. The mean composite score ($\bar{X}$ = 25.5) for individuals teaching in the suburban schools was significantly different from those teaching in the urban schools ($\bar{X}$ = 22.23) and rural schools ($\bar{X}$ = 22.85) at the .05 level. The differences were analyzed using a T-test for independent variables (Hayes, 1969). ACT data were not available for the University of Vermont respondents.

Questionnaire: The questionnaire consisted of four sections. The first requested basic demographic information, while the second section requested respondents to rate the importance of forty-five reasons pertaining to the community, the schools and salary/benefits in accepting their present teaching position. The respondents were asked to rate each identified reason on a five-point Likert type scale from very positive (5) influence to very negative influence (1). They also had an option to indicate if they did not know or were unsure about each reason. These items were derived from a review of the literature which identified factors to consider in the recruitment of teachers. The third section of the questionnaire asked the respondents to choose the five most important reasons for considering a position in another school district. The last section of the questionnaire asked the respondents to rate their teacher education programs on fifteen dimensions. Again, a five-point Likert rating scale from very good to very poor was used. The respondents had the option to indicate if the dimension was not part of the respective teacher education program.

RESULTS AND DISCUSSION

There were two major research questions examined in this study. The first question was:

1. Were the reasons first-year teachers in rural, urban, or suburban schools accepted their present teaching positions different?

The respondents rated the importance of forty-five reasons in accepting their present teaching position. The results of the analysis which controlled for the type school district appear in Table 2. A simple T-test for independent samples (Hayes, 1969) was used to compare the ratings of those who accepted positions in rural schools with those in suburban and urban schools. The individuals in rural school districts rated such items as pace of living, cost of living, and size of school as more important than those in suburban and urban schools. Whereas, those in suburban schools rated social/cultural opportunities, community emphasis on student achievement, community involvement opportunities, continuing education opportunites, professional autonomy, reputation of the school district, starting salary, and access to tenure higher than those in rural schools. Those teaching in urban school districts rated higher than those in rural school districts social/cultural opportunities, professional autonomy, starting salary, and rewards. In addition, those in urban schools rated higher those in suburban school districts the importance of limited extra meetings. One cannot help but get the general impression from the differences identified that those accepting teaching positions in rural school districts were more concerned about settling in to the community, whereas their counterparts in suburban and urban settings seem to be more concerned about their "professional" future. Teachers in urban/suburban settings were more concerned about continued personal and professional growth through cultural and continuing education opportunities.

In addition to identifying reasons teachers accepted their present position, the TRPQ asked the respondents to identify the five most important reasons for which they would consider accepting a teaching position in another district. The second research question examined in this study was:

2. Were the reasons first-year teachers in rural, urban, or suburban schools might consider a teaching position in another school district different?

The five most frequently chosen reasons for considering another teaching position by type of school district (e.g., rural, urban, and suburban) are presented in Figure I. Without a doubt, salary and fringe benefits are the major reasons for considering another position. Also, a sense of support is an important factor when considering teaching in another school system. For teachers in rural settings, the support from parents/community is important, whereas those in urban/suburban settings saw the support from the administration as important.

The implications of the recruitment and retention survey are compelling if administrators, no matter what the setting, want to attract and retain teachers. The salary/benefits must be competitive, but a sense of support and the presence of a pleasant school climate are essential. This is recognized in other professions but continues to trouble our society as to how such conditions can be attained in the public sector which is largely dependent on tax monies for its fiscal resources. School administrators are faced with the challenge of creating professional

conditions in which teachers can find rewards and a professional identity. Sykes (1983) stressed the need to change the conditions in school so " ... schools as work places must become more hospitable to career-oriented professionals, more intellectually stimulating, and more encouraging of natural engagement on matters of practice." (p. 585) That indeed " ... transforming schools in good work places may be the best hope of all, but the most elusive goal for public policy." (Sykes, 1983, p. 588)

This study gives implicit support to the notion that it is not enough to focus on effective methods for the recruitment of teachers, but administrators need to reward their teachers and create conditions for professional growth.

SUMMARY

The results of this study indicated first-year teachers in rural, suburban, and urban differed significantly on reasons for accepting their present position. Whether the reasons identified were the actual basis for the decision to accept their present position can only be inferred. However, the differences do exist. There seems to be greater similarity among the reasons teachers from rural, urban, and suburban schools might consider teaching in another school district. Financial rewards and degree of support are two agreed upon reasons for considering teaching positions in other school districts.

We are reminded of a comment by a classroom teacher in a rural elementary school who, when queried about the reasons her particular school appeared to be very effective in introducing a number of needed changes over the past five years and was being reputed as a school to which other teachers wished to teach in, stated: "We feel as though we are professionals and the board of education and administrators treat us that way." Over this period of time the school board and administrators had introduced, in consultation with teachers, a number of policy changes which included:

*reimbursement of tuition for one graduate course per academic year

*release time for working on curriculum, units of instruction, or to visit other classrooms or school districts

*inservice workshops designed and arranged by classroom teachers with administrative support and involvement

*effective negotiations with area university to offer in the district graduate level courses which tied in with local curricular and instructional projects

*hiring of teachers during the summer to attend summer institutes and to work on curriculum development projects

and,

*administrators, and school board members who have sponsored several conferences on outcome based learning. (Carlson, 1985)

These pursuits emerged over time and presently are being fully supported by the principal "stakeholders", including classroom teachers in a rural school district. This commitment and professionalism is not one of theory but of practice and has been attained by ordinary people in recognizing the importance of creating an environment for supporting teachers in becoming more effective in their teaching. A worthy goal for all school systems, but a must for rural school systems if they are to be successful in obtaining and retaining their most valuable resource, their classroom teachers.

TABLE 1: CHARACTERISTICS OF RESPONDENTS BY SCHOOL DISTRICT

Characteristics	Type of School Districts			
	Suburban (N=26)	Urban (N=43)	Rural (N=30)	Total (N=99)
A. Sex				
Male	N=4	N=5	N=10	N=19
Female	N=22	N=38	N=20	N=80
B. Setting for Student Teaching				
Suburban	N=10	N=6	N=7	N=23
Urban	N=11	N=31	N=12	N=54
Rural	N=5	N=6	N=11	N=22
C. Number of Job Interviews	$\bar{X}$=3.19	$\bar{X}$=2.57	$\bar{X}$=2.93	$\bar{X}$=2.90
D. Number of Job Offers	$\bar{X}$=1.64	$\bar{X}$=1.31	$\bar{X}$=1.03	$\bar{X}$=1.327
E. Level of Present Position				
Pre-school	0	N=5		N=5
Elementary	N=11	N=23	N=16	N=50
Secondary	N=13	N=11	N=11	N=35
Postsecondary	N=1	N=1	N=0	N=2
K-12	N=1	N=1	N=2	N=4
F. Salary	$\bar{X}$=$14,042	$\bar{X}$=$14,004	$\bar{X}$=$12,221	$\bar{X}$=$13,422

TABLE 2: MEAN RATINGS OF REASONS TEACHERS ACCEPTED POSITIONS BY SCHOOL DISTRICT

Item	Suburban (S)	Urban (U)	Rural (R)	Significantly Different $\bar{x}$
Low crime rate	$\bar{x}$=3.44 S=.71 N-25	$\bar{x}$=3.28 S=.91 N=42	$\bar{x}$=3.27 S=.64 N=29	
Climate	$\bar{x}$=3.4 S=.64 N=25	$\bar{x}$=3.34 X=.78 N=43	$\bar{x}$=3.1 S=.40 N=30	$\bar{x}_S > \bar{x}_R$ *
Shopping opportunities	$\bar{x}$=3.31 S=.61 N=26	$\bar{x}$=3.20 S=.67 N=43	$\bar{x}$=3.1 S=.6 N=30	
Social/Cultural opportunities	$\bar{x}$=3.73 S=.96 N=26	$\bar{x}$=3.69 S=.98 N=43	$\bar{x}$=3.23 S=.81 N=30	$\bar{x}_S > \bar{x}_R$ * $\bar{x}_U > \bar{x}_R$ *
Slow pace of living	$\bar{x}$=2.8 S=.98 N=26	$\bar{x}$=2.81 S=.85 N=43	$\bar{x}$=3.4 S=.77 N=30	$\bar{x}_R > \bar{x}_S$ * $\bar{x}_R > \bar{x}_U$ **
Recreational opportunities	$\bar{x}$=3.76 S=1.05 N=25	$\bar{x}$=3.6 S=.82 N=43	$\bar{x}$=3.36 S=.71 N=30	
Community involvement opportunities	$\bar{x}$=3.6 S=.76 N=25	$\bar{x}$=3.44 S=.76 N=43	$\bar{x}$=3.16 S=.83 N=30	$\bar{x}_S > \bar{x}_R$ *
Traditional community & family values	$\bar{x}$=3.86 S=.86 N=23	$\bar{x}$=3.45 S=.91 N=42	$\bar{x}$=3.7 S=1.11 N=30	

Table 2 (continued)

Item	Suburban (S)	Urban (U)	Rural (R)	Significantly Different $\bar{x}$
Relatively close to my home	$\bar{x}$=3.65 S=1.1 N=26	$\bar{x}$=3.60 S=1.25 N=43	$\bar{x}$=4.03 S=1.18 N=30	
Job opportunities for spouse	$\bar{x}$=3.75 S=.94 N=24	$\bar{x}$=3.82 S=1.22 N=41	$\bar{x}$=3.46 S=1.04 N=30	
Adequate housing	$\bar{x}$=3.79 S=.77 N=24	$\bar{x}$=3.86 S=.83 N=43	$\bar{x}$=3.5 S=.82 N=30	
Social anonymity	$\bar{x}$=3.28 S=.84 N=25	$\bar{x}$=3.19 S=.77 N=42	$\bar{x}$=2.96 S=.75 N=25	
Community commitment to quality education	$\bar{x}$=4.2 S=.81 N=25	$\bar{x}$=3.8 S=.93 N=43	$\bar{x}$=3.83 S=.91 N=30	
School/Community emphasis on student learning and achievement	$\bar{x}$=4.34 S=.79 N=26	$\bar{x}$=4.14 S=.87 N=42	$\bar{x}$=3.75 S=.92 N=28	$\bar{x}_S > \bar{x}_R$ **
Being nominated or recruited by community members	$\bar{x}$=3.37 S=.64 N=24	$\bar{x}$=3.3 S=.85 N=40	$\bar{x}$=3.28 S=.85 N=28	
Continuing education opportunities	$\bar{x}$=3.84 S=.96 N=26	$\bar{x}$=3.58 S=1.0 N=43	$\bar{x}$=3.3 S=.99 N=30	$\bar{x}_S > \bar{x}_R$ *

Table 2 (continued)

Item	Suburban (S)	Urban (U)	Rural (R)	Significantly Different $\bar{x}$
Social and health services	$\bar{x}$=3.19 S=.89 N=26	$\bar{x}$=3.51 S=1 N=43	$\bar{x}$=3.21 S=.83 N=28	
Lower cost of living	$\bar{x}$=3 S=.84 N=26	$\bar{x}$=3.11 S=.79 N=43	$\bar{x}$=3.4 S=.67 N=30	$\bar{x}_R > \bar{x}_S$ *
Small school population (less than 300 students in district)	$\bar{x}$=3.08 S=.92 N=24	$\bar{x}$=2.78 S=.88 N-41	$\bar{x}$=3.31 S=.96 N=29	$\bar{x}_R > \bar{x}_U$ *
Small class size (average class size less than 20)	$\bar{x}$=3.16 S=.91 N=24	$\bar{x}$=3.23 S=.95 N=42	$\bar{x}$=3.51 S=.94 N=29	
Supportive colleagues	$\bar{x}$=4.11 S=.76 N=26	$\bar{x}$=4.06 S=.79 N=43	$\bar{x}$=3.8 S=.8 N=30	
Pleasant school climate (physical and social)	$\bar{x}$=4.15 S=.83 N=26	$\bar{x}$=4.02 S=.93 N=43	$\bar{x}$=3.96 S=.86 N=29	
Access to resources (e.g., curriculum guides, space, equipment, films, books, etc.)	$\bar{x}$=3.88 S=1.10 N=26	$\bar{x}$=3.76 S=1.1 N=43	$\bar{x}$=3.57 S=1.13 N=28	

Table 2 (continued)

Item	Suburban (S)	Urban (U)	Rural (R)	Significantly Different $\bar{x}$
Support specialists (e.g., counselor, psychologist, social worker, special subjects, librarian, etc.)	$\bar{x}$=3.69 S=.88 N=26	$\bar{x}$=3.65 S=1.1 N=43	$\bar{x}$=3.41 S=1.05 N=29	
Helpful supervision	$\bar{x}$=3.92 S=.84 N=26	$\bar{x}$=3.69 S=1.07 N=42	$\bar{x}$=3.82 S=.65 N=29	
Inservice program	$\bar{x}$=3.46 S=.70 N=26	$\bar{x}$=3.41 S=.66 N=41	$\bar{x}$=3.20 S=.55 N=29	
Limited extra duties	$\bar{x}$=3.0 S=.84 N=26	$\bar{x}$=3.14 S=.95 N=42	$\bar{x}$=2.93 S=1.13 N=29	
Promotion opportunities (e.g., counselor, administrator, supervisor, etc.)	$\bar{x}$=3.16 S=.47 N=25	$\bar{x}$=3.3 S=.81 N=42	$\bar{x}$=3.07 S=.76 N=28	
Professional autonomy	$\bar{x}$=3.87 S=.74 N=24	$\bar{x}$=3.77 S=.8 N=40	$\bar{x}$=3.25 S=.75 N=28	$\bar{x}_S > \bar{x}_R$ ** $\bar{x}_U > \bar{x}_R$ **
Local school autonomy	$\bar{x}$=3.56 S=.66 N=23	$\bar{x}$=3.66 S=.83 N-39	$\bar{x}$=3.35 S=.73 N=28	

Table 2 (continued)

Item	Suburban (S)	Urban (U)	Rural (R)	Significantly Different $\bar{x}$
Limited number of extra meetings	$\bar{x}$=3.04 S=.46 N=24	$\bar{x}$=3.37 S=.61 N=43	$\bar{x}$=3.0 S=.59 N=29	$\bar{x}_U > \bar{x}_S$ * $\bar{x}_U > \bar{x}_R$ *
Limited number of subject preparations (not more than 3)	$\bar{x}$=3.04 S=.95 N=22	$\bar{x}$=2.72 S=.98 N=40	$\bar{x}$=3.1 S=1.01 N=29	
Support from administration	$\bar{x}$=3.92 S=1.03 N=25	$\bar{x}$=4.0 S=.88 N=42	$\bar{x}$=3.96 S=.73 N=29	
Support from parents/ community	$\bar{x}$=4.08 S=.81 N=25	$\bar{x}$=3.8 S=.94 N=42	$\bar{x}$=3.82 S=.88 N=29	
Reputation of school district	$\bar{x}$=4.2 S=.86 N=25	$\bar{x}$=3.71 S=.8 N=42	$\bar{x}$=3.55 S=1.00 N=29	$\bar{x}_S > \bar{x}_U$ * $\bar{x}_S > \bar{x}_R$ *
Starting salary	$\bar{x}$=3.56 S=.96 N=25	$\bar{x}$=3.60 S=1.19 N=43	$\bar{x}$=2.93 S=1.12 N=29	$\bar{x}_S > \bar{x}_R$ * $\bar{x}_U > \bar{x}_R$ *
Paid expenses for and encouragement to attend workshops & state conventions	$\bar{x}$=3.28 S=.93 N=25	$\bar{x}$=3.32 S=.99 N=43	$\bar{x}$=3.44 S=1.12 N=29	

Table 2 (continued)

Item	Suburban (S)	Urban (U)	Rural (R)	Significantly Different $\bar{x}$
Tuition reimbursement for graduate courses	$\bar{x}$=3.26 S=.91 N=23	$\bar{x}$=3.27 S=1.11 N=43	$\bar{x}$=2.85 S=1.07 N=28	
Assistance in locating housing	$\bar{x}$=2.78 S=.67 N=23	$\bar{x}$=3.07 S=.92 N=42	$\bar{x}$=3.24 S=.91 N=29	$\bar{x}_R > \bar{x}_S$ *
Assistance in locating job for spouse	$\bar{x}$=2.95 S=.22 N=20	$\bar{x}$=2.82 S=.59 N=40	$\bar{x}$=3.0 S=.72 N=28	
Paid moving expenses	$\bar{x}$=3.0 S=.32 N=20	$\bar{x}$=2.7 S=.67 N=41	$\bar{x}$=2.75 S=.84 N=28	
Fringe benefit package; including health and life insurance, retirement, dental plan, and personal leave	$\bar{x}$=3.72 S=1.17 N=25	$\bar{x}$=3.73 S=1.03 N=42	$\bar{x}$=3.27 S=1.09 N=29	
Higher salary for effective teaching	$\bar{x}$=3.0 S=.88 N=24	$\bar{x}$=3.18 S=.90 N=43	$\bar{x}$=2.71 S=.85 N=28	$\bar{x}_U > \bar{x}_R$ *
Salary schedule that rewards	$\bar{x}$=3.2 S=.77 N=24	$\bar{x}$=3.4 S=1.1 N=40	$\bar{x}$=3.06 S=.96 N=29	

Table 2 (continued)

Item	Suburban (S)	Urban (U)	Rural (R)	Significantly Different $\bar{x}$
Access to tenure after three years of teaching	$\bar{x}$=3.7 S=.81 N=23	$\bar{x}$=3.24 S=.95 N=37	$\bar{x}$=2.96 S=.86 N=29	$\bar{x}_S > \bar{x}_U$ * $\bar{x}_S > \bar{x}_R$ **

* P > .05

** P > .01

FIGURE 1: MOST FREQUENTLY CITED REASONS TO CONSIDER ANOTHER TEACHING POSITION BY PRESENT SCHOOL DISTRICT

Type of School District	Reasons
RURAL: Less than 2,500 in population or less than 1,000 persons per square mile for extended city areas. (N = 26)	Starting salary. Support from parents/community. Fringe benefit package; including health and life insurance, retirement, dental plan, and personal leave. Pleasant school climate (physical and social). Access to resources (e.g., curriculum guides, space, equipment, films, books, etc.).
URBAN: Greater than 2,500 population. (N = 43)	Starting salary. Fringe benefit package; including health and life insurance, retirement, dental plan, and personal leave. Support from administration. Pleasant school climate (physical and social). Salary schedule that rewards.

FIGURE 17 MOST FREQUENTLY CITED REASONS TO CONSIDER ANOTHER TEACHING POSITION BY PRESENT SCHOOL DISTRICT (continued)

Type of School District	Reasons
SUBURBAN: Contiguous to urban area and greater than 2,500 population or 1,000 persons per square mile. (N = 30)	Starting salary. Fringe benefit package; including health and life insurance, retirement, dental plan, and personal leave. Community commitment to quality education. Salary schedule that rewards. Support from administration.

REFERENCES

Bailey, G.D. and Scott, R.E. (1980). "Issues and Answers in the Rural and Small School Education Movement," report presented at the Annual Rural Education Conference, ERIC Document ED212448.

Book, C., Freeman, D. and Brousseau, B. (1984). Comparisons of demographic characteristics and bases for career aspirations of education and non-education majors. Paper presented at annual meeting of American Educational Research Association, New Orleans.

Boyer, E.L. (1983). High school: a report on secondary education in America. New York: Harper and Row.

Carlson, R.V. (1985). A Case Study of the Implementation Process or How a Rural Elementary School Makes a Difference, Burlington: University of Vermont, Center for Evaluation and Policy Research.

Chapman, D.W. and Hutcheson, S.M. (1982). Attrition from teaching careers: a discriminate analysis. American Educational Research Journal, 19 (1), 93-105.

Darling-Hammond, L. (1984). Beyond the commission reports: the coming crisis in teaching. Santa Monica, California: Rand Corporation.

Gallup, A. (1985). The Gallup poll of teachers' attitudes toward the public schools: part 2. Phi Delta Kappan, 66 (5), 323-330.

Hayes, W.L. (1969). Statistics. New York, N.Y.: Holt.

Howey, K.R., Matthes, W.A., and Zimpher, N. (1985). Issues and Problems in Staff Development. North Central Regional Educational Laboratory. Elmhurst, IL.

Imig, D. (1985). An examination of the teacher education scope. In C.W. Case and W.A. Matthes (Eds.) Colleges of education: perspectives on their future. Chicago: National Society for the Study of Education and McCutchan Press.

Lortie, D.C. (1975). Schoolteachers: a sociological study. Chicago: University of Chicago Press.

McLaughlin, M.W., Pfeifer, R.S., Swanson-Owens, D., and Yee, S. (1986). Why Teachers Won't Teach. Phi Delta Kappan, 67 (6), 420-426.

Miller, J., Jr. (1982). Teacher Recruitment in Rural Areas. Paper presented at the Small Schools Workshop, Las Cruces, NM.

Seifert, H., and Kurtz, W.H. (1983). Teacher Recruitment and Retention Strategies for Smaller Schools: A Handbook for Superintendents and School Boards. San Marcos, TX: Small Schools Resource Center, Southwest Texas State University, ED 234 972.

Swift, D. (1984). Finding and Keeping Teachers: Strategies for Small Schools. Las Cruces, NM: ERIC Clearinghouse on Rural Education and Small Schools.

Sykes, G. (1983). "Caring for teachers". Teachers College Record, 84, 577-592.

Thomas, L. (1980). Pursuits, Problems, and Pleasures of Rural Education, paper presented at the Annual Kansas State University Rural and Small School Conference, ERIC Document Ed 201 458.

Yarger, S.J., Howey, K., and Joyce B. (1977). Reflections on preservice preparation: impressions from the national survey. Journal of Teacher Education, 33 (6), 34-37.